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REDICE22-2030



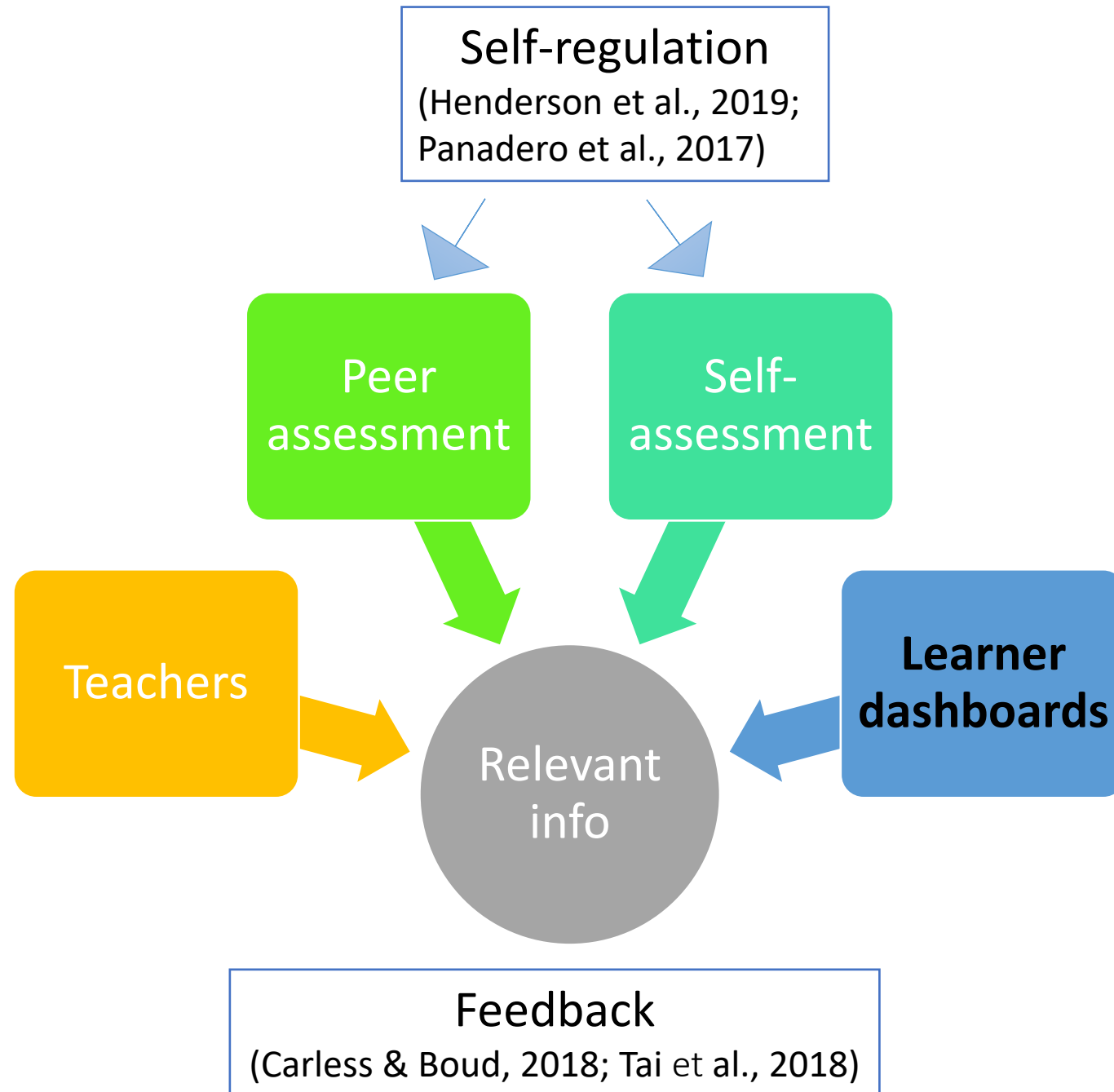
Learner dashboards:
a precious yet underused self-regulation tool

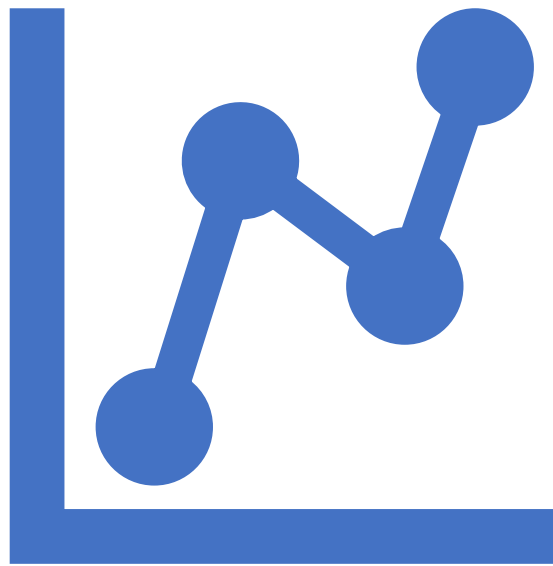


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LADs

LA = LEARNING ANALYTICS

Process of measurement, compilation, analysis and preparation of data reports on students and their contexts, in order to understand and optimize learning and the environments where it occurs (Siemens and Gasevic, 2012).

LAD = LEARNING ANALYTICS DASHBOARD

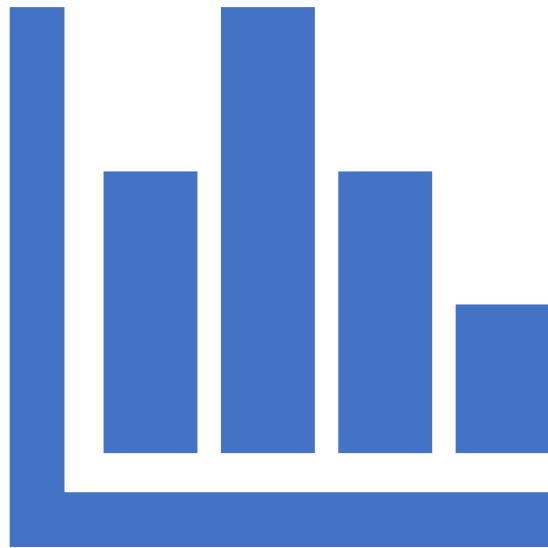
Panel or board in which practical information is provided about student activity (Susnjak et al., 2022).

There are very few studies that analyze how LAs can be used appropriately to develop interventions and provide feedback (Pardo et al., 2017; Gros & Cano, 2021).



General aim

Explore what relevant information can be offered to university students as feedback on their learning process based on data analytics and through the presentation of information on their own activity on learner dashboards.



Research questions

- a) What do university students know about learning analytics and learner dashboards?
- b) Do they use the learner dashboard on the University of Barcelona's virtual campus?
- c) If they do, how often and what for?
- d) What are the students' perceptions of the usefulness of learner dashboards and their awareness of their availability on the university's virtual campus?
- e) How relevant do students believe the information provided by learner dashboards is?

The background features a light blue-to-green gradient. On the left, there are several overlapping, wavy, light blue shapes that curve upwards and to the right. On the right side, there are similar wavy shapes in a light green color, curving upwards and to the left.

METHODOLOGY

Quantitative research methodology

Non-experimental descriptive design

Survey research

Collect information to describe the characteristics of a representative group of university students at the Universitat de Barcelona.

Convenience sample



INSTRUMENTS

Data collection

- Questionnaire divided into sections, available on Microsoft Forms
- QR code displayed in class
- Teachers provided url on the virtual campus

Analítiques d'Aprenentatge per Potenciar l'Autoregulació de l'estudiantat (AAPA)

Sección 1

Introducció

Des del projecte "Analítiques d'aprenentatge per potenciar l'autoregulació de l'estudiantat (AAPA)", la investigadora principal (Dra. Maria Elena Cano García; ecano@ub.edu) i l'equip de recerca voldríem demanar-te la col·laboració per conèixer quina informació rellevant es pot oferir a l'estudiantat universitari de la Universitat de Barcelona com a feedback del seu procés d'aprenentatge a partir de les analítiques de dades i mitjançant la presentació de la informació en taulers al Campus Virtual (learners dashboards). Per això et preguntarem sobre les teves preferències d'informació, coneixement sobre els taulers al Campus Virtual i les analítiques d'aprenentatge, i sobre les estratègies d'aprenentatge.

Aquest qüestionari és anònim i la teva participació és de gran importància. En respondre, ens autoritzes a utilitzar les dades únicament per tal de conèixer allò esmentat anteriorment. Els resultats d'aquesta investigació poden ser objecte de seminaris de disseminació de resultats, publicacions científiques i comunicacions a congressos nacionals i internacionals. És important que responguis tots els ítems del qüestionari amb la major sinceritat possible i seleccionant una única opció per ítem. A cada secció del qüestionari trobaràs especificada l'escala que has de fer servir per contestar. El professorat de l'assignatura no tindrà accés a les vostres respostes, ni aquestes influiran en les qualificacions. El temps requerit per completar el qüestionari és aproximadament de 11 minuts. Si tens alguna inquietud o consulta, no dubtis a escriure'ns un correu a l'e-mail de la investigadora principal.

Agraïm la teva participació.

Sección 2

Consentiment informat

Declaro que: he rebut prou informació sobre el projecte AAPA, el qual pretén explorar quina informació rellevant es pot oferir

Questionnaire

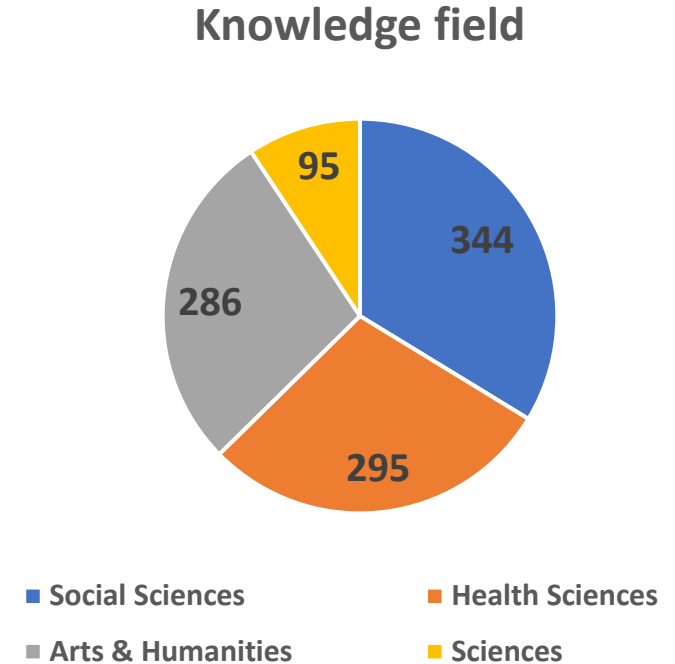
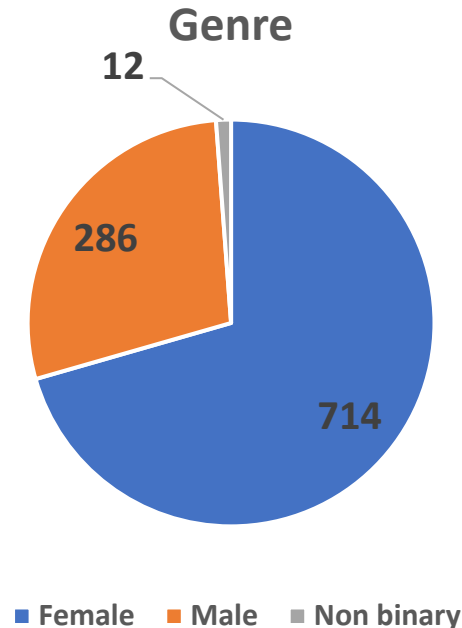
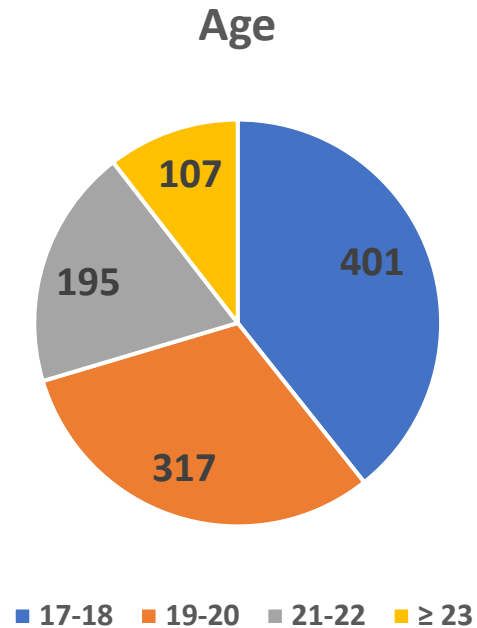
DIMENSIONS			
Course information	Task level	Procedure level	SRL level

- 42 items (Jivet et al., not published)
- Based on Zimmerman's self-regulation theory (2009)
- Likert scale (1- not important at all; 5- very important)



PARTICIPANTS

Participants



N = 1020

AGE: 17-18 years old (39%), 19-20 years old (31%), 21-22 years old (19%), ≥23 years old (10%)

GENRE: female (71%), male (28%), non-binary (1%)

KNOWLEDGE FIELD: Social Sciences (34%), Health Sciences (29%), Arts & Humanities (28%), Sciences (9%)

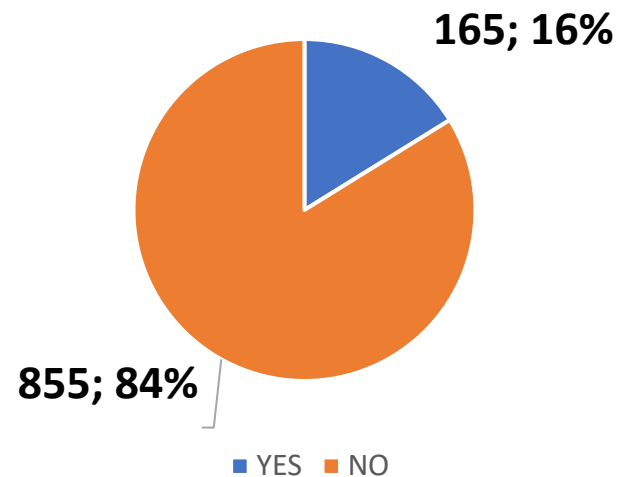


RESULTS

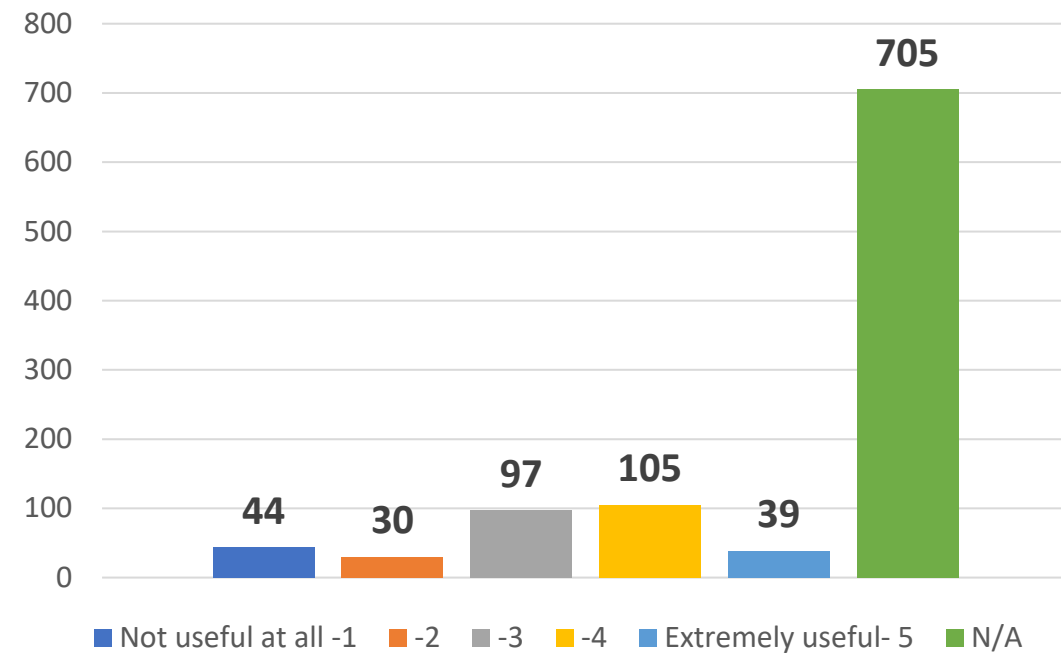
Do you know the learning analytics available on the virtual campus?

Do you think they are useful?

Knowledge of LA on the CV-UB

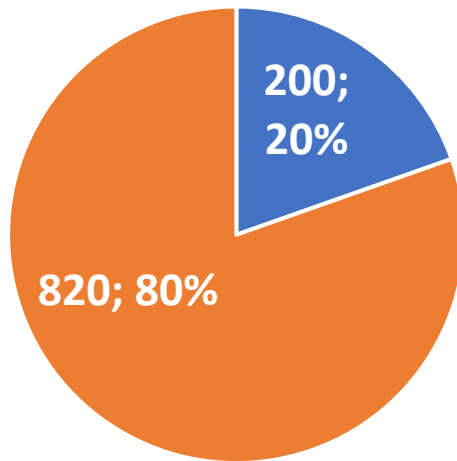


Degree of usefulness



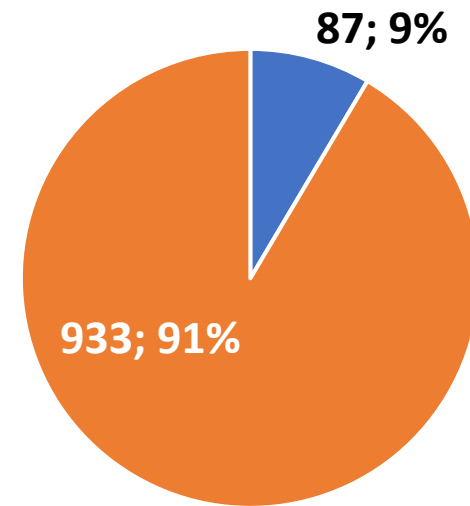
Learner dashboards

Do you know about the
Learner Dashboard?



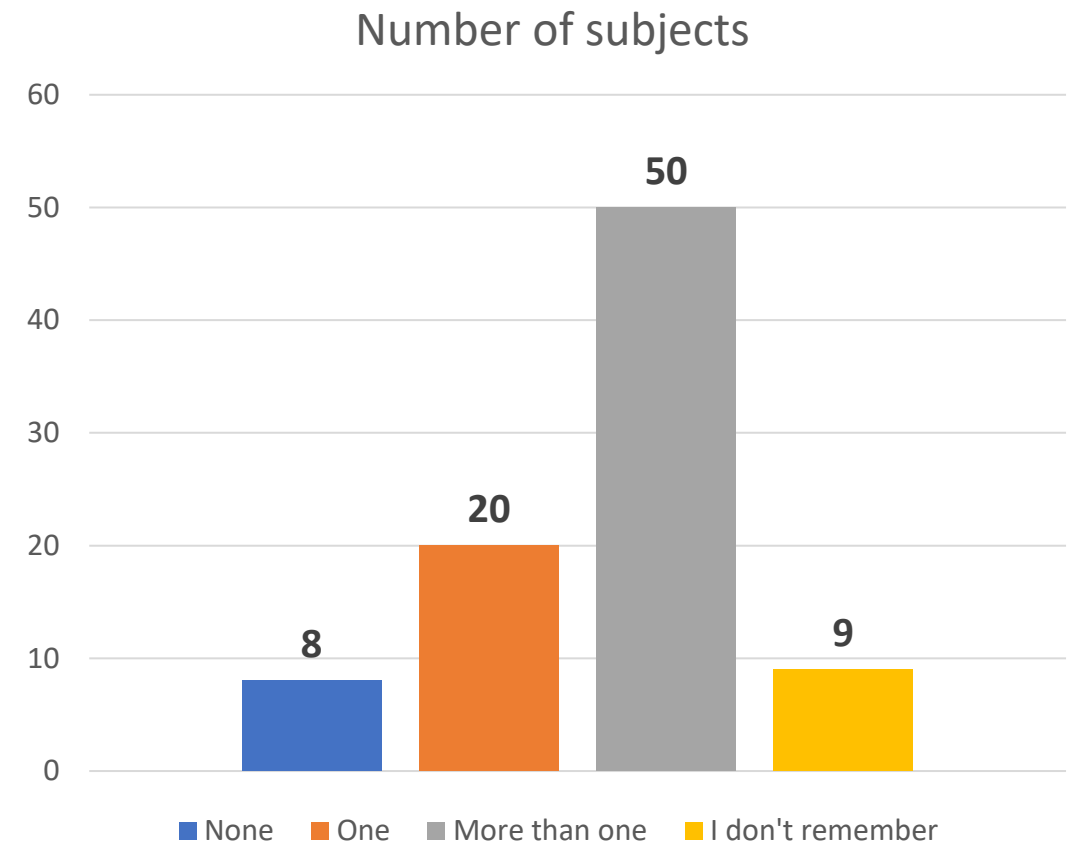
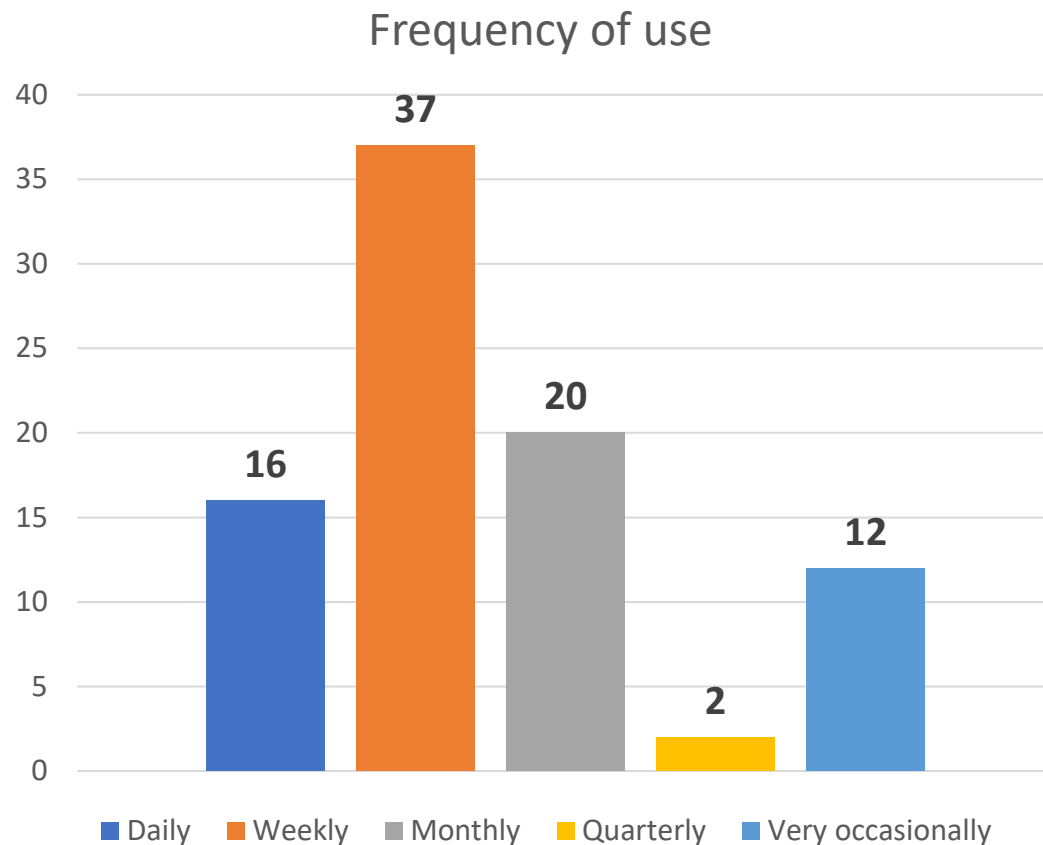
■ YES ■ NO

Do you use the Learner Dashboard on the
CV-UB?



■ YES ■ NO

Use of the *learner dashboard*



Degree of importance of the kind of **information** provided on a *learner dashboard* (Likert 1-5)



Important dates (exams,
assignment submissions)
(4,43)

Criteria to pass a subject
(4,22)

Timetables (classes, lab)
(4,17)

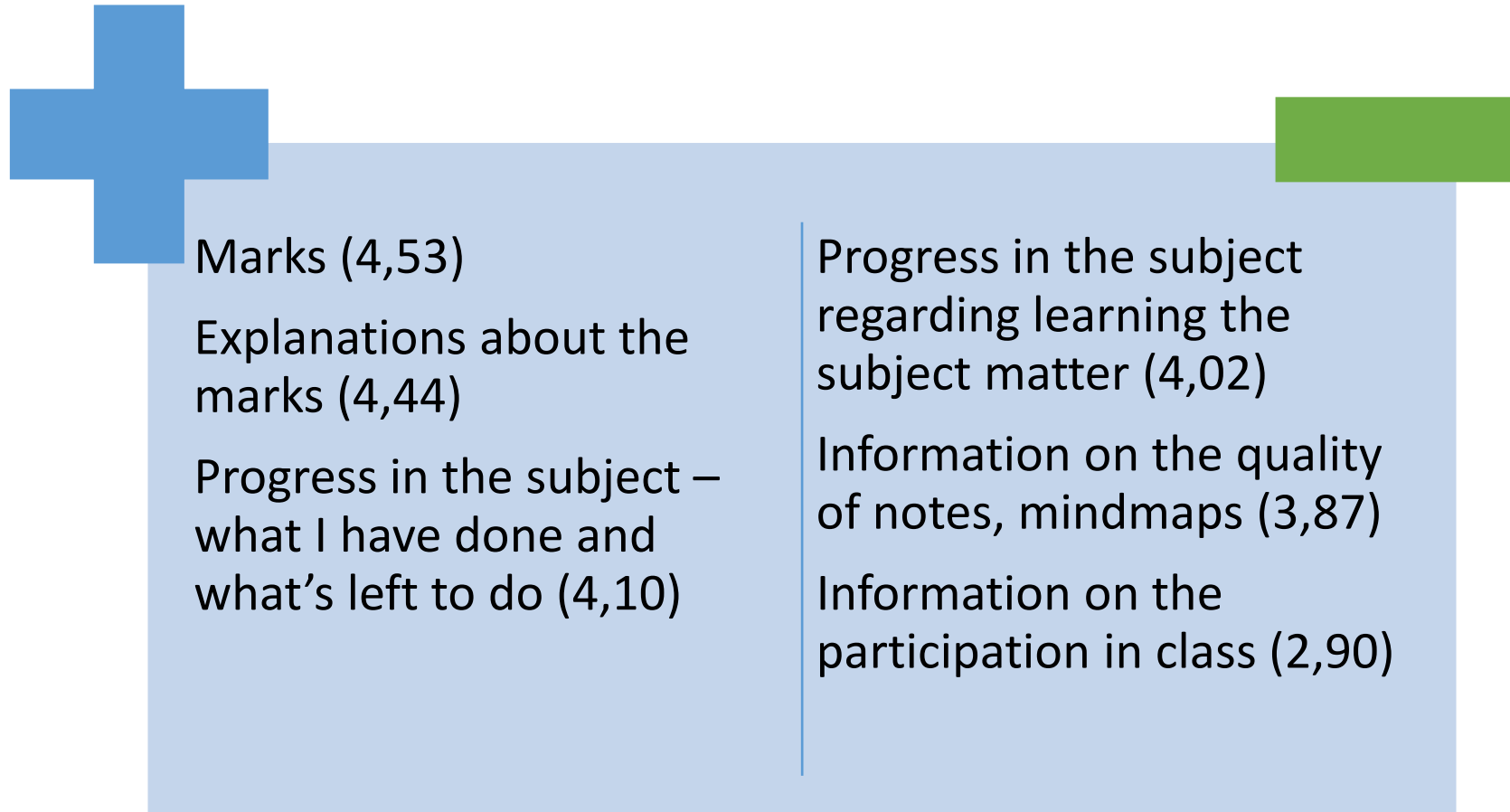
Estimated time to complete a
task (3,31)

Content that other students
find challenging / stimulating
(3,30)

Estimated time for organizing
assignments (group work,
answering e-mails...) (3,17)



Degree of importance of the information on assignments provided on a *learner dashboard* (Likert 1-5)



Information about the **learning progress** in your degree provided on a *learner dashboard* (Likert 1-5)



The level of concentration needed to obtain positive results (3,94)

Productivity highs and lows depending on the time and day (3,91)

Learner strategy efficacy (3,90)




Frequency of use of certain learner strategies (3,61)

Study time vs estimated study time (3,40)

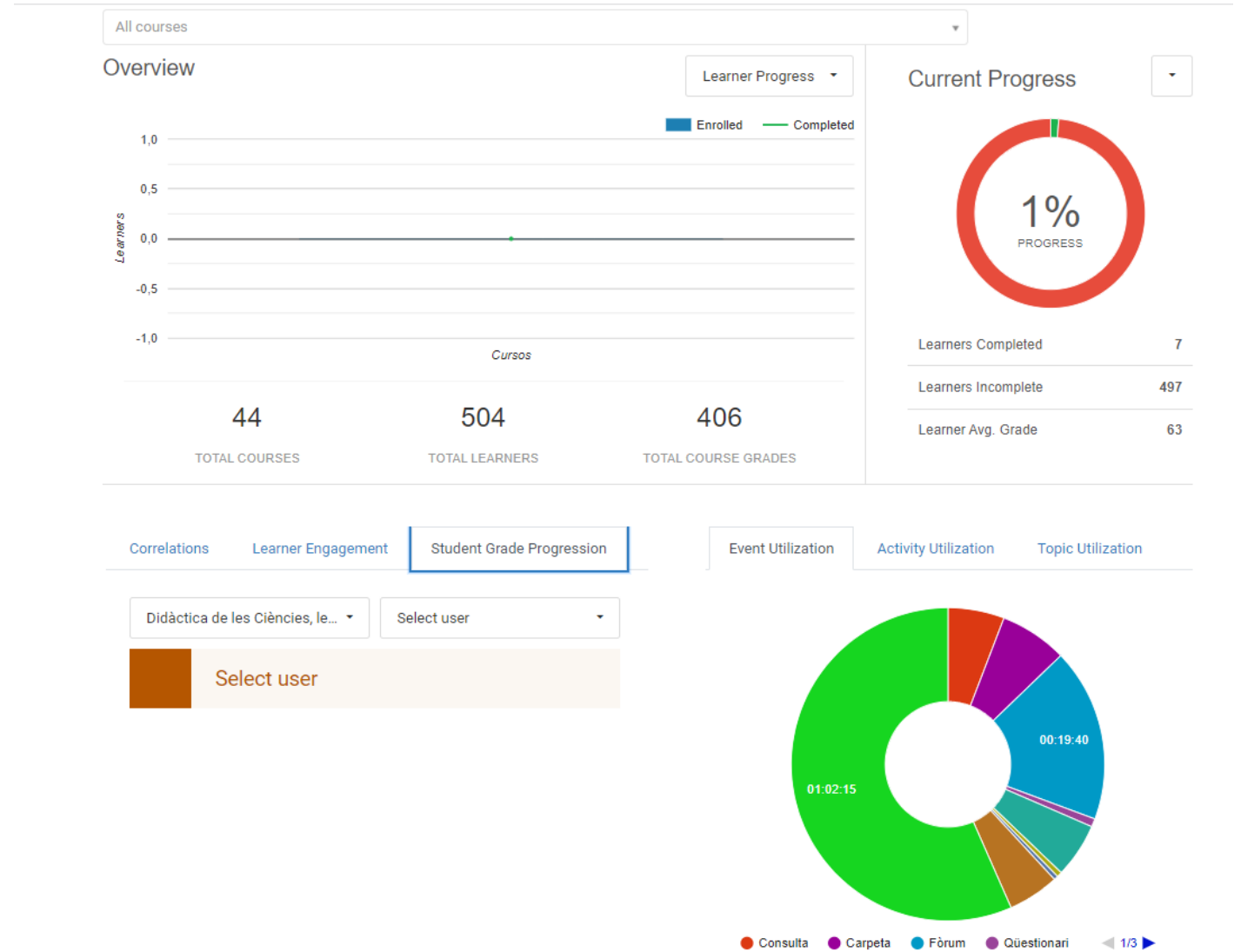
Submitting assignments close to the deadline (3,39)



This is what the
Learner
Dashboard used
to look like for
the student...

Assignments		Quizzes	Q	≡
Quiz Name		Data de venciment		
	PER REPASSAR: Qüestionari d'autoavaluació sobre Sistema d'arxius i Sistema bibliotecari de Catalunya Curs de pràctiques - Rubio P. del Arx.	-		
	Qüestionari d'avaluació Pla d'autoprotecció de la Universitat de Barcelona	-		
	Qüestionari A (experimental) Pla d'acollida OSSMA	-		

And for teachers...





But in the new Moodle
version...

It has disappeared!!!


But we still do
have...

Calendar


de decembrie 2022						
dl	dt	dc	dj	dv	ds	dg
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

The gradebook


Tauler del curs




Paràmetres del curs




Open Grader




Butlletí de qualificacions




30 Participants




Open Reports




PLD




Competències



Resultats



Insígnies














































Accessibility report

Edita els blocs

Element de qualificació
Habilitats Comunicatives Orals_4A (22-23)
Primera activitat d'avaluació (40%)
AVALUACIÓ ÚNICA: primera activitat (40%)
AVALUACIÓ ÚNICA: segona activitat (60%)
Reavaluació
English section
Class attendance: 80% is a requirement for CA students
Interview
Storytelling
Total de English section Mitjana ponderada de les qualificacions.
Video Booktubers
Total del curs Mitjana ponderada simple de les qualificacions.

Qualificació	Gamma	Percentatge	Retroacció	Contribució al total del curs
-	0-100	-	-	-
-	0-100	-	-	-
-	0-100	-	-	-
-	0-100	-	-	-
-	0-100	-	-	-
-	0-100	-	-	-
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-	0-100	-	-	-
-	0-10	-	-	-
-	0-100	-	-	-

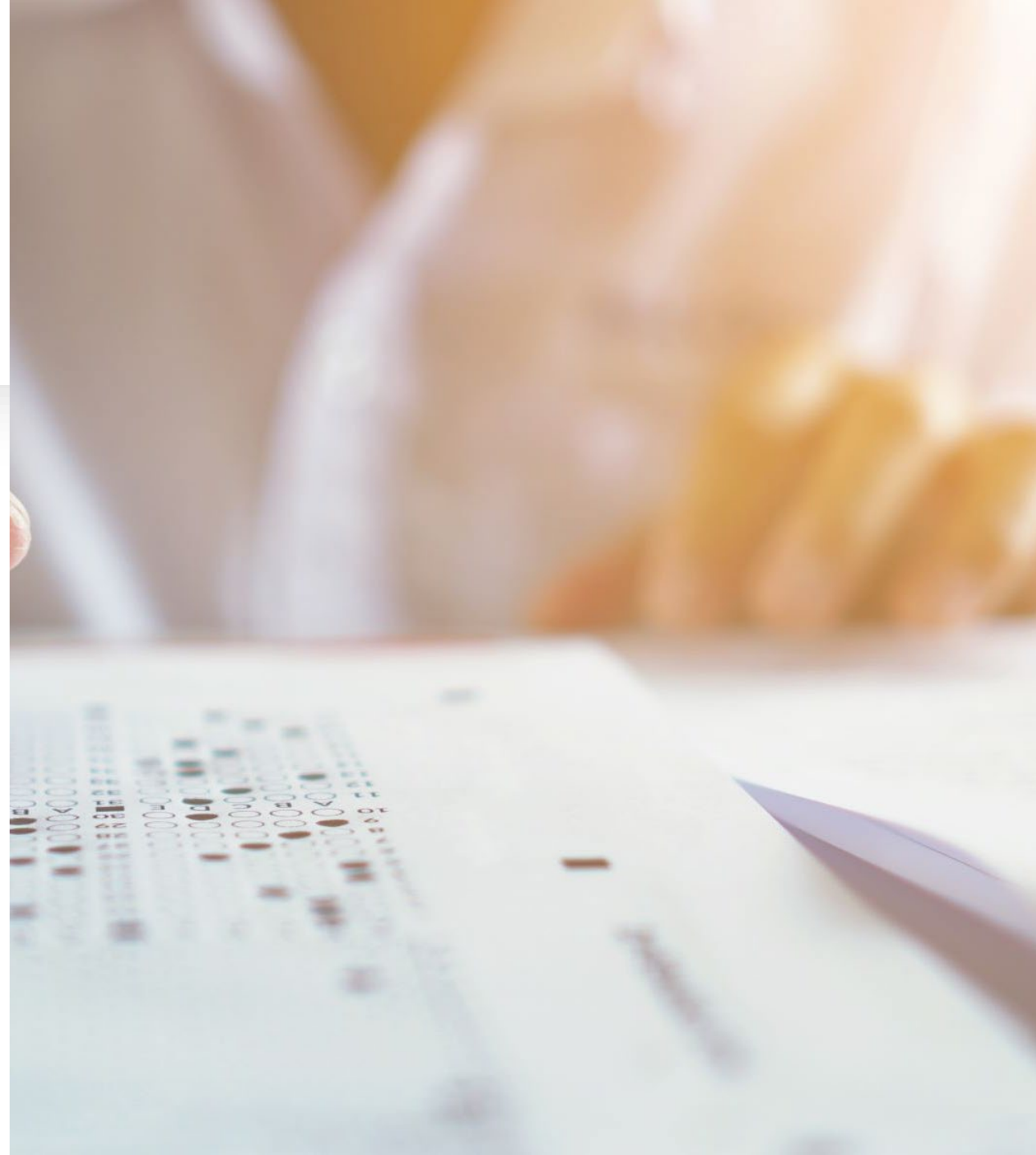
And the completion reports

Nom / Cognoms	Número ID	 Fòrum de debat sobre la ...	 Fòrum del treball de ...	 •• Enllaç a la secció de ...	 Com aneu fins ara? Què ...	 XX_Plastidis: cloroplasts i...	 Prova	 Presentació de ...	 Organització del ...	 Organització de les pràctiques	 Introducció a la teoria ...	 00_Introducció a la teoria ...	 La cèl·lula eucariota: ...	 La cèl·lula eucariota. Les ...	 Les membranes de la ...	 El "ritme" cel·lular (-:)	 01_Les membranes cel·lulars	 01_Les membranes cel·lulars...	 02_El transport a través de...	 02_El transport a través de...	 Les membranes i el ...	 El nucl. El citosol i el ...	 El nucl. El citosol i el ...	 Els filaments intermedis ...	 El nucl: material d'estudi	 El citoesquelet: material ...	 El sistema d'endomembranes ...	 El sistema d'endomembranes ...	 El sistema d'endomembranes:...	 03. Dues questions sobre el...	 03 Dues questions sobre el ...	 La conversió energètica ...	 La conversió energètica ...	 La conversió energètica: ...	 04. [Q] Mitochondris: repàs ...
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IMPLICATIONS

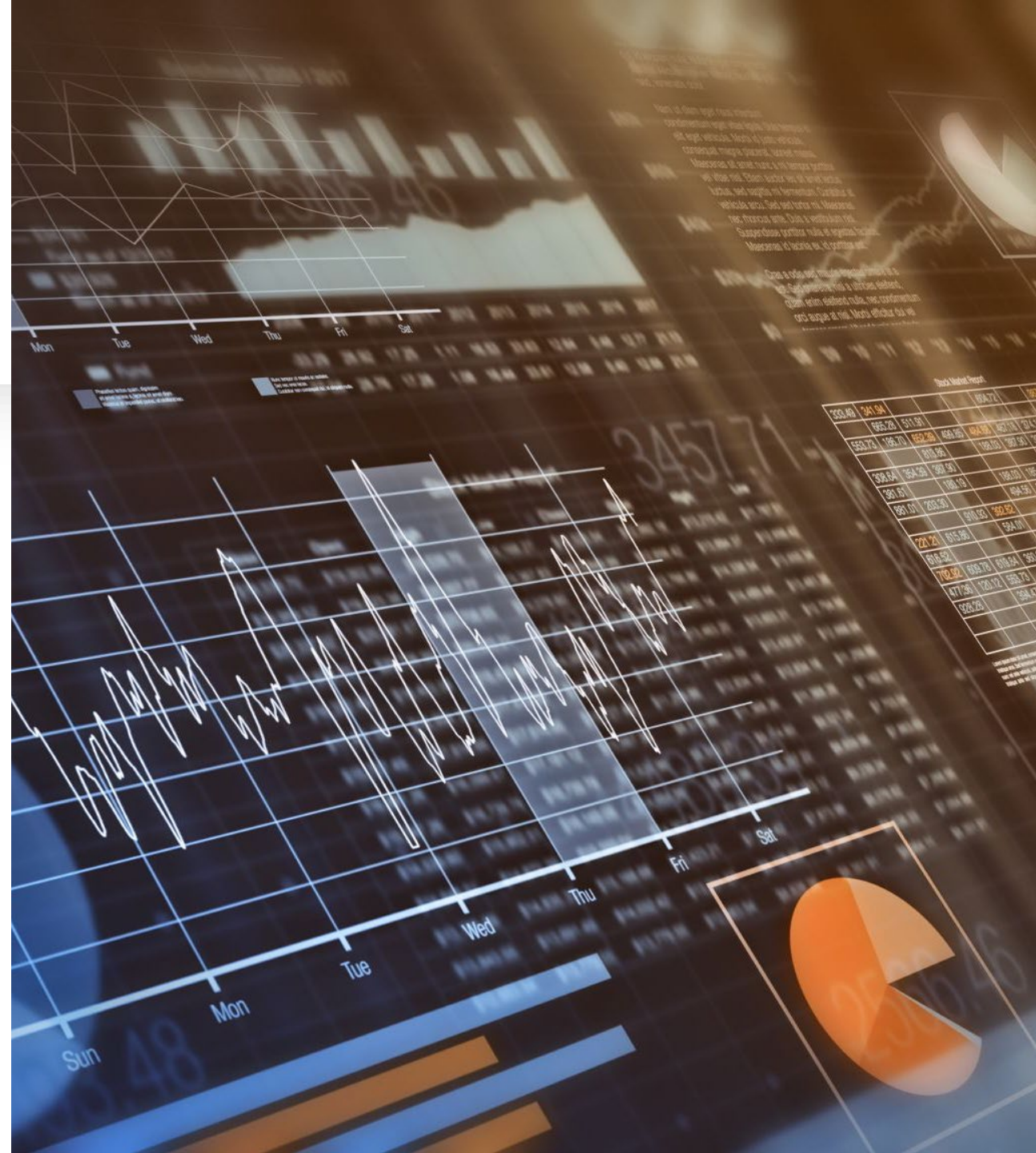
Implications for students

- Mostly interested in outcomes and efficacy.
 - Important dates → when do I have to do what
 - Evaluation criteria → what do I need to do to pass (not necessarily to learn)
 - Schedules → when and where
 - Evaluation → what my marks are



Technology

- The Learner Dashboard is unknown
- What should it show?
- Is it worth having it?





Academia / institution

- The relevance of SRL depending on the field of expertise
- Data literacy education addressed to students.



Thank you

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